

**TEACHING WRITING EXERCISES AT TWELFTH GRADE ENGLISH
TEXTBOOK**

**A Thesis Submitted to the Department of English Language
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Uddhab Regmi**

**Janta Multiple Campus, Itahari, Sunsari
Faculty of Education
Tribhuvan University
2024/2081**

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2024/2081

Thesis Viva Date:

Submitted Date:

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Uddhab Regmi** has completed this thesis entitled **Teaching Writing Exercises at Twelfth Grade English Textbook** under my guidance and supervision.

I recommended this thesis for approval and acceptance.

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RECOMMENDATION FOR EVALUATION

This thesis entitled **Teaching Writing Exercises at Twelfth Grade English Textbook** has been recommended for evaluation by the following Research Guidance Committee.

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date.....

Uddhab Regmi

.....

DEDICATION

I dedicate this work to my parents, friends and my beloved who were very enthusiastic, proud and supporting through my study and my teachers for their regular support and encouragement in the difficult situations.

ACKNOWLEDGEMENTS

I would like to express my genuine gratitude to my thesis supervisor Mr. Kamal Raj Dahal, Reader and Head of Department in English for his continuous guidance, enlightening ideas and invaluable suggestions from the very beginning to the end of this thesis. Without his help, co-operation and encouragement I would not have been able to present this thesis in this form.

I would like to express my words of gratitude to Tirtha Raj Acharya, MPhil and Mr. Govinda Puri, MPhil Lecturer and Department of English Education for their continual support and invaluable suggestions to carry out this research.

I would like to extend my profound gratitude to Mr. Rishi Ram Khanal, Lecturer Department of English Education for his suggestions and co-operation. My sincere gratitude goes to Prof. Gita Adhikari, PhD Campus Chief and Dr. Tolanath Kafle, PhD Assistant Campus Chief, Janta Multiple Campus, for their academic and administrative supports.

At the same time, I am grateful to Mr. Narayan Dhamala librarian of JMC for his co-operation to study and collect necessary information to complete my research. At the same time, I am grateful to English teachers who provide me authentic information for completion of this thesis.

I would like to express my special thanks to my family members who helped me during the collection of data for study.

Date:.....

Uddhab Regmi

ABSTRACT

Thesis entitled **Teaching Writing Exercises at Twelfth Grade English**

Textbook is an attempt to identify and analyze the writing exercises included in the English textbook for grade twelve and to explore how far the writing exercises are designed based on Nunan (2004) taxonomy of task types. To fulfill the objectives of the study I have adopted content analysis research design. Questionnaires for English teachers and observational check-list were used as major tools to collect data. In the process of this study, I collected data from primary sources that are the English Textbook of Grade Twelve through observational check-list and questionnaires. The obtained data were tabulated and analyzed using a simple statistical tool. It was found that there were 36 writing exercises included in the text book. Similarly, it was found that free writing exercises covered highest weightage i.e. 44.44 percentage, controlled and guided writing exercises covered equal weightage i.e. 27.77 percentage in the text book. On the other hand, it was found that 83.33 percentage writing tasks or exercises were designed according to Nunan (2004) taxonomy of tasks type, where 22.22 percentage cognitive writing tasks, 8.33 percentage interpersonal writing tasks, 27.77 linguistic writing tasks, 11.11 percentage affective writing exercises and 13.88 percentage creative tasks were included in the English textbook of grade 12; the remaining writing tasks were designed focusing the local environment, considering the historical and cultural importance. English textbook of grader twelve focuses various writing tasks according to their nature of writing like E-mail, news story, argumentative essay, press release, autobiography, description of an event and a person, summary, short account article and so on. To meet these objectives, writing exercises were graded into various types of controlled tasks like; combining, reproduction review, guided tasks like; parallel writing developing text through skeleton etc., free writing tasks like; explanatory, narrative etc., others being cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks etc.

This thesis consists of five chapters. The first chapter deals with the introduction to the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, the second chapter contains of review of theoretical as well as empirical literature and implications for the study. Moreover, it includes the conceptual framework. Likewise, the third chapter incorporates the methods and procedures of the study, which covers design and method of the study,

population, sample and sampling strategies, research tools, sources of data, data collection procedures and data analysis procedures. In the same way, the fourth chapter includes the analysis and interpretation of the data. Furthermore, the fifth chapter incorporates the findings and conclusions of the study followed by some recommendations based on the study. Finally, the references and the appendices, which are necessary to the validation of the research, have also been presented.

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CHAPTER ONE:

INTRODUCTION

This is a study entitled **Teaching Writing Exercises at Twelfth Grade English Textbook**. This chapter consists of the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

We need a language to communicate with each other in our day-to-day life and some kinds of social context. All the languages have sound systems and they make the sense when used in an organized way. We use languages to exchange our wants, happiness, sorrow and some other information among the members in the society through various medium like audio, audio-visuals, written and so on. Among the languages of the world English language is being used widely either in education system or for delivering information through various media.

In the context of developing countries, the textbook is taken as a usual teaching material. The textbook is liked by all the target groups of teachers and students for their teaching and learning activities. Richard & Rodgers (2009, p. 251) states, "Textbook provides structures and a syllabus for a program, helps standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing". From this statement we found that the textbook is one of the tools that provides structure and syllabus for a particular program. From the text book both students and teachers can be efficient, language becomes standardized, maintains the quality of language teaching and helps for intensive input too. Developing countries like ours takes textbook as one of the main sources of teaching and learning activities. Textbook is very important for language classes and without the textbook teaching and learning activities could not be organized in a well-managed way.

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. Writing is a very complex process requiring many composite skills via mental, psychological, theoretical and critical aspects.

Writing exercises are those activities which are to be done by the learners after doing some classroom activities or after the completion of a particular lesson. Writing exercises require various skills with the learner because the activities must be completed by generalization and gained knowledge. While designing writing exercises, text book writer must think about the level, interest, environment, ability of the learners. If students find interesting exercises they get engaged and can learn better but if writing exercises are not designed considering learners intention, interest and so on then teaching and learning activities could not meet the designed objective of education.

We have seen that some textbooks are liked by many students and teachers and some others are not like as that much. That could be happened because of the presentation of the text, grammar structure, vocabulary, pictures, binding and so on. Actually, writer must be thankful while following curriculum to develop the text book. They must include various types of writing tasks in the textbook, like guided, controlled, free writing and so on. However, these tasks must increase interest of the learners to involve in the writing activities. Writing tasks must follow the pattern of known to unknown, simple to complex one after another. That creates curiosity among the students and they may remain long time in the writing activities. That actually develop mastery over the language development. However, in the context of Nepal we could not find various types of exercises according the level and age of the learners. So, I am interested to know whether the text book of grade twelve has these all qualities within its writing exercises or not

Statement of the Problem

Language textbook plays the central role in language classes. Supporting its importance, Ur (2009, p. 134) opines that textbook was taken one of the important factors for the language classes especially to the students whose mother tongue is other than English. That is why designing writing and speaking tasks in the textbook is not easy tasks. They should be arranged appropriately to develop language skills. Moreover, analysis tasks included in the textbook needs very careful attention because they are to be identified and classified according to their nature.

As I have made informal discussion with the English teachers, who are regularly using textbook in their language class, they have been expressing their dissatisfaction about the writing tasks and their nature too. They stated that there is no any equal

balance of writing exercise/tasks in each lesson. They expressed their dissatisfaction about some challenges too. They said that some tasks are really challenges for some students. They said that students could not solve some exercise that the instruction as given additionally by the teachers too. Then, I raised the queries myself; really the textbook has not included the equal number of writing tasks? Do the writing tasks design base on modern approaches? Do the writing tasks followed the Nunan task types as claimed by Nunan (2004)? For addressing the questions, I really ponder for doing a thesis work so that the real condition of the given exercises of the class XII book is known.

Therefore, this work has analyzed the writing exercises highlighting the writing skills covered by the English book for the 12th graders of Nepal with TBLT perspective.

Rationale of the Study

As an English teacher I have been teaching English since 2008 AD from class 1 to 12. As a result, I gathered various challenges related to the textbook, writing exercises, listening exercises and about the test papers. I also have noticed that some learners are able to tackle all the exercises with little efforts from the teacher's sides. However, many students were found feeling nervous and leaving those difficult exercises. As a result, students are being fail in the final examination with none-grade (NG) system. Some teachers are also found having problems related to the exercises included in the textbook.

I have chosen this topic to find out whether the writing exercises mentioned in the course-book of class 12 are as per the classification of Nunan (2004). The taxonomy of the items can really support all types of learners to develop mastery over writing exercises. So, the main reason of selecting this topic is to find out various types of writing exercises included in the English textbook of twelfth grade.

Objectives of the Study

Objectives of this research work had:

- To identify and analyze the writing exercises covered by the grade 12 English textbook.
- To analyze the writing exercises according to Nunan (2004) Taxonomy.

Research Questions

Questionnaires were as below:

- What kinds of exercises are provisioned in the coursebook of class 12?

- To what degree are the writing activities framed as per Nunan (2004) taxonomy?

Significance of the Study

Every research creates wider information regarding the various fields of education, science, commerce, technology and so on. Moreover, researches conducted and presented to the various universes also creates an opportunity to know about the changing and emerging issues of the world education too. This study was chosen to evaluate writing items incorporated in the English textbook of class twelve. The result will be really helpful for the various levels of the concerned people. Some of the points of significance are as below:

- Firstly, it would provide ideas about the evaluation of the exercises of class twelve prescribed English book that is why language teachers who are currently teaching in the grade twelve can have wider ideas about how to present these writing items in the language setting.
- Secondly, students also will know the focused areas of writing items by the textbook and involve actively in the classroom activities like pair, group and individually.
- Thirdly, curriculum designers, writers, etc. will also get various ideas to make a well managed textbook.

Delimitations

It is difficult to include a large area in this small research due to the limited time and resources. Due to the shortage of time, the present study will be confined to the following areas:

- a. This research was limited to the writing exercises included in the English textbook of twelfth grade only.
 - b. This study was limited to the Nunan (2004) task type taxonomy.
 - c. Similarly, this research work was solely conducted following the secondary sources.
 - d. Likewise, observational check-list, close examination of the textbook and questionnaires for the language teachers were taken as a major tool.
- b. This study was limited to the English textbook of twelfth grade only.

Operational Definition of the Key Terms

The terms used in the research work were clarified as given below:

English Textbook: Here, I have used the term "English textbook" to refer to the text book published by CDC for grade twelve.

Writing exercises: To complete this research work "writing exercises" denotes the different types of writing activities/tasks managed in the English textbook of grade twelve like guided, controlled and free writing activities.

Tasks: Here, tasks refer to the activities included in the English text-book of twelfth grade in the various forms i.e. listening, speaking, reading and writing which are to be completed by the students studying at grade twelfth

CHAPTER-TWO

REVIEW OF RELATED LITWRATURE AND CONCEPTUAL FRAMEWORK

The present section of my thesis deals with the related theoretical review and empirical review on the basis of the ideas and knowledge of the various research work related to my topic. This chapter consistsof three main sub headings i.e. review of related theories of my thesis, empirical review, implication and conceptual framework to achieve the organized objectives.

Review of Related Theoretical Literature

This part is about the various issues related to the subject matter of the main ideas i.e. writing skills and tasks. It deals with writing as a vital language skill. Here, I have gathered information as theoretical perceptions on the teachinglearning activities by the teachers and students within specific course objectives. Mainly, under this section we can see ideas and theories related to Task Based Approach, types of writing tasks, introduction of the text book, role of text book to develop language skills, objectives of teaching writing to the grade twelve students in this section.

Writing as a Language Skill

The languages of the world consist of four language skills. Writing is one of them. Listening is another. Reading is the third and speaking as the fourth. Listening and speaking are primary skills and reading and writing are secondary skills of the language teaching and learning. Writing and speaking language skills require remarkable degree of both competence and performance on the part of the language user where reading and listening need better amount of competence for performance. Major goal of language teaching is to get mastery over language skills. In other word we can categorize language skills into two groups. They are productive skills and receptive skills. Writing and speaking are taken as productive skills as they are more related to the performance/ production on the part of the language user than other language skills. Listening and reading, on the other than, are taken as the receptive language skills, it is so, because they are more related to the understanding of the language user than the other language skills, writing and speaking.

Bacon (1987, p. 94) says, "Writing attracts special importance because reading makes a full man, conference a ready man and writing an exact man". From this quotation, it is also clear than writing is an important language skill. It is considered as

an important means of communication. Whenever/wherever speaking fails as a means of communication, writing takes the part. For example, when someone is unable to speak or fails to communicate with verbal ideas, writing can come into action. Thus, it is not exaggerating to state that writing is an important way of human communication.

Writing is less used by the native speaking speakers of a language than the other language skills – reading, listening and speaking. However, it is taken with awe by the second or foreign language user. Language learners may face obstacles while dealing with the various ideas while organizing in a sensible discourse pattern. They should also deal with spelling, punctuation marks and so on, which are basic elements of the writing skills. Regarding the importance of writing skills and difficulty of language writing by the second language user, Richards and Renandya (2011) state;

"There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into readable text. The skill involved in writing are highly complex L2 writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on (p.56)."

From the above-mentioned definition, we state that writing cannot be separated separately from language teaching. In other words, one cannot teach writing in isolation from other language skills. It should also equally take into consideration the language aspects including grammar of the target language. Therefore, teaching writing is a matter of integration.

Writing, as one of the language skills, has some sub-skills. As per Munby (1979, as cited in Sharma and Phyak, 2003 p.473) "Use of correct spelling, legible alphabets, punctuation marks, etc. are important sub-skills." From the above mentioned say we can easily highlight the fact the spelling of the words to be used is an important sub-skill; spelling if used correctly certifies meaning. Likewise, graphic symbols or letters also determine the quality of writing; if they are not easily perceived, writing becomes an utter failure. Furthermore, use of the correct marks of punctuation like commas, questions marks, full stops, hyphens, capital and small letters, etc. also impact writing. Therefore, mastery over writing includes different level and types of sub-skills as well.

Writing Exercises/Task Types

Writing is an advanced and tough language skills as we have discussed earlier topic. To be good at it, one needs to work for a long period and understand different kinds of writing exercises or tasks type. I have found some widely exercised and presented writing types by River (1978 as cited in Phyak and Sharma, 2006, pp. 280-508), as follows:

Controlled Writing: Phyak and Sharma, (2006, p 480) "The controlled writing activities are basically grounded on the 'product approach 'of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them." From this statement we also asset that, controlled writing tasks are guided by the view of final product. Here, the language learners are provided with clauses, paragraphs or some guidelines to follow to produce sentences or reproduce sentences. Learners generally cannot input their greater creativity while completing controlled writing tasks. Controlled writing tasks fall under combination, substituting and so on.

Guided Writing: guided writing plays the role of bridge between free writing and controlled writing tasks. Phyak and Sharma, (2006, p 481) states "Indeed, it is semi controlled writing activity. It includes any writing for which students are given assistance such as a model to follow a plan or outline to expand from a partly-written version with indication of how to complete it". From this statement it's clear that, guided writings tasks are neither like controlled writing tasks nor like the free writing ones. That is to say, while dealing with the exercises of guided writing the language user can get relatively more opportunities to have their say than the controlled writing ones and less chances to express themselves than the free writing ones. They are oriented towards the result at the end. Thus, they lie between controlled writing and free writing. Paraphrasing the given texts, writing a comprehensible text using the given clue, outlines etc. tasks fall under the realm of this kind of writing tasks.

Free Writing: the tasks under this class let the students express themselves freely on the variety of writing tasks. Byran (1993, p. 86) noted "Free writing activities are influenced by various factors like process or product, creative writing and so on". From this statement it can be said that, the exercises are impacted by creativity, processing, production and so on. The learners are free to show their creativity and have their say too on the particular topic. Compared to controlled writing and guided writing, the

learners at times free the challenges while dealing with free writing exercises. Similarly, White (1991 as cited in Phyak and Sharma 2006, p.482) claims "Nevertheless, the ability to write freely and independently, written communication seems poor." From this statement it's clear that due to the lack of rigorous practice done by the students, we have seen poor performance of the students on the free writing tasks. Especially the students from the public schools are unable to fill one pages of writing on the given topic like on essay or story writing. That is to say, although curriculum and teachers try to promote creativity on the part of students, yet they are sometimes unable to get the expected results. The commonly designed free writing tasks are, descriptive, narrative or explanatory in nature.

Approaches of Teaching Writing: TBLT (Task Based Language Teaching.

As the language teaching has emerged as an important career, various approaches or methods are on the rise and gaining popularity among the various skills development program. Task Based Language Teaching (TBLT) is one of them. In the words of Ebadi (2016, p.1) "Nowadays, under the influence of Communicative Language Teaching (CLT), most global materials try to involve learners in the process of learning by introducing several types of tasks and activities whose aim is to promote learners' interaction in L2." This statement shows that, TBLT approach is widely used and liked by many in the field of teaching and learning activities. N.S. Prabhu, an Indian educationist, is said to have popularized this approach. He popularized it in the 1980s through national magazines. This approach focuses the students' ample exposure to the authentic teaching learning materials, known as 'Tasks'.

Students who involve in the various tasks get freedom and autonomy in their learning because of TBLT approach and its nature. Supporting this concept, Richards and Roger (2009, pp. 223-4) view "Language learning is believed to depend on immersing students not merely in 'Comprehensible input' but in tasks that require them to negotiate meaning and encourage in naturalistic and meaningful communication." From this statement we also can say that TBLT is the approach that considers the usage of tasks as the inevitable component of plan and instruction in the teaching learning activities. With the enough exposure to the authentic learning materials, the learners are expected to not only solve the given exercise but also gain some firsthand ideas about the language.

Task/Exercise: Definition

Task or exercises are vital aspect of the Task Based Language Teaching Approach. In this Crooker (1986, p.31) claims "A task is a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course or at work." From this statement it can be said that, something that has some particularism and that is related to learning is a task.

Similarly, regarding to the tasks a number of definitions have been forwarded by the various scholars. Nunan (1996, p.4) defines task as "A piece of classroom work involving learners in understanding, directing, producing, or interacting in the target language while their attention is on the meaning rather than the form." Likewise, Nunan (2004, p. 5) opines "Target tasks refer to language use in the world beyond the classroom. Pedagogical tasks, on the other hand, refer to language use that occurs in the classroom." From Nuna's words it's clear that, a work piece that engages the students in doing something for getting some achievement in the second or foreign language is a task. While carrying out the activities, the meaning is focused instead of form as per him.

Thus, tasks are the staple elements in the language learning process Without them, the learners cannot get the input to learn the language vividly. Therefore, they are great important.

Classification of Tasks

In the field of language teaching and learning pedagogy task is taken as an important element. Tasks creates inducive part to cultivate socio-cultural competence among the students. Nunan (2004, p.34) states "TBLT is an approach which highlights learning to communicate through interaction by introducing authentic texts to learning situation, enhancing the learner's own personal experiences, and linking classroom learning with language activation outside the classroom". From this statement it's clear that, TBLT approach is guided by authentic text to practice, develop students' personal experiences and connect learning of classroom to the outside world. Regarding the classification of tasks, Ellis (2003, p. 142) has stated the following kinds:

Focused and Unfocused Tasks: According to Ellis (2003, p. 142) "A focused task has the focus on the specific structural or grammatical features of the target language. On the other hand, the unfocused task has the focus on meaning and outcomes, not necessarily on the specific form of grammatical structure." The main aim of unfocussed

tasks is to involve the learners in works and interactions where they may negotiate meaning, accomplish their plan, process and acquire the linguistic feature.

Real World and Pedagogical Tasks: According to Ellis (2003, p. 142) "Real world tasks are those language tasks, which are designed to practice the activities seen in the real-world context. They are more authentic and less concerned with the specific features of the L2. "Using the telephone" can be the example of a real-world task." On the other hand, Pedagogical tasks are designed to develop target language feature in the learner. These tasks are psycholinguistic basis in SLA theory and research. Information gap activity is an example of pedagogical task.

Open and Closed Tasks: Open tasks are those tasks where the participants know there is no predetermined solution. According to Ellis (2003, p. 143) "Opinion gaps, debates, interactions, ranking activities are falls under open tasks. On the other hand, closed tasks are those tasks that required students to reach a single, correct solution or one of a small finite set of solution. Information gap activities are taken as the example of closed task". Furthermore, Nunan (2004, p. 59) mentioned various classification of tasks to various groups too. It's also called taxonomy of task type from the pedagogical perspective. He forwarded five different sets and each set has some sub-sets. They are:

Cognitive Tasks: According to Ellis (2003, p. 143) "Cognitive tasks are categorized under three: information gap, reasoning gap and opinion-gap. Information -gap tasks involve a transfer of given information from one person to another, generally calling for the encoding or decoding of information into language". Similarly, reasoning tasks involve deriving some new information from the given information through processes of inference, deduction and practical reasoning. Likewise, opinion- gap tasks involve identifying and articulating a personal preference, feeling or attitude in response to a given situation.

Interpersonal Tasks: According to Nunan (2004, p. 60), "Interpersonal task concerns the ways in which learners interact with other learners and people." According to him, interpersonal tasks are represented by co-operation, roleplay, dramatization and so on.

Linguistic Tasks: language related task is kept under the linguistic tasks. It incorporates conversational issues, practice of language, use words according to the environment, summarize the given information, reading selectively, careful listening and so on.

Affective Tasks: The affective tasks are of three kinds: personalization, self-evaluation and reflection.

Creative Tasks: By creative tasks, Nunan (2004, p.61) mentions "Brainstorming task, which encourages learners to think of as many new words and ideas as they can."

With the above discussed types of tasks and their nature I have analyzed the writing tasks included in the textbook of grade twelve on the basis of Nunan (2004) taxonomy.

Role of Task-based Activities in Teaching Writing Skills

Teaching and learning should go side by side by supporting and creating better opportunity to use and reuse target language inside the classroom and outside the classroom. Students are to be provided chance to explore the beauty of target language to arise their curiosity and attention of the various aspect of language. Basically, getting mastery over the target language means being able to express various thoughts and ideas in the written form. For that purpose, TBLT activities create conducive environment for the language learning by offering authentic exposure.

Taylor (1983, p. 13) says "Task-based activities give students the opportunity to interact with target language directly and use it accurately". By taking his words, it can be seen, writing activities serve invaluable tools in the field of language teaching and learning activities. Finally, tasks-based activities help to develop students' writing skills. Teachers should pay attention while implementing writing tasks included in the textbook while carrying out by the language learners.

Ellis (2003, p. 37) says "Task-based activities help learners to solve language related problems in real situation focusing on the target language. Learners develop their competence in genuine situation that the teaching- learning processes and the language tasks meet the authentic and real-life situation". So, TBLT approach offer opportunity to practice various text and non-text writing exercises inside the classroom, that centralize the meaning over from. While designing tasks various types of tasks should be designed and presented to the various groups inside the same classroom such as information gap, reasoning, solving problems, opinion expression and so on. Such type of tasks motivates language learners and help for better output too. That is why, teachers should expose tasks by creating pair, group and individual categories for successful implementation of TBLT approach.

The Role of Textbook in EFL/ ESL Classroom

This is the age of science and technology. Various ideas generating apps and AI tools are being in use in the international education system. However, like ours as being backward country textbook is taken only one authentic source of information. Teachers and students mostly depend on the textbook published by the CDC. Regarding this scenario, textbook is potential source in the language learning. Textbook is the medium that shows the road map to move on. The principal advantages of textbook in EFL/ESL classroom as given by Richards (2001) and Ur (2009) are:

- Provide structure and syllabus
- Help standardize learning process,
- Generate variety learning materials.
- Provides readymade text and exercises.

From the above points it can be understood that textbook in language learning is taken as crucial materials, in which both teacher and learner involves communicate each other.

Relationship between textbook, teachers and students in educational system is really important. However, Ur (2009, p. 174) has added "Every learner has their own needs; no single course book can possibly supply these satisfactorily." From this statement it is clear that text book must try to satisfy and meet the needs and demands of the target students' groups.

An Introduction to English Textbook of Grade Twelfth.

The textbook has two parts. They are part one and part two. The part one has focused four language skills; reading, writing, listening and speaking. Likewise, this part also includes some language aspects. There are altogether twenty units there. Each unit is based on certain theme. Critical thinking exercises and writing exercises are greatly based on the themes. This part also includes the ideas and some common exercises based on the English sound system. There are a number of exercises based on the designated project work too.

Similarly, the second part of the coursebook contains the literary genres. They are short stories, poems, essays and one act plays. There are seven short stories representing the genre of fiction. Likewise, there are five poems that represents poetry genre.

Furthermore, the genre of essay has been represented by five essays. Finally, three plays represent the genre of play.

This book was published by CDC Sanothimi, Bhaktapur in the year of 2021 as the first edition. This textbook has got the present concrete shape owing to the hard team work of the renowned scholars like Dr. Bam Dev Adhikari, Mr. Khum Prasad Sharma, etc.

Review of Empirical Literature

All research works require depth knowledge regarding previous studies and established theories of related field. That is called background information, which helps and directs clear road map to get target over our designed objectives achieve and findings will be accurate and authentic. Various research works have been conducted on language skills and language aspects, functions, etc. from the English coursebooks of different grades through TBLT approach, etc. Some empirical literature reviews are as below:

Sharma (2012) studied with the title "Effectiveness of task-based language teaching in teaching writing ". The objective of the research was to identify the usefulness of task-based language in language teaching for secondary level. Research design was experimental. The populations of the study were sixty students of grade nine from Universal Sublime Academy, Baglung. He analyzed the score of the pre-test and post-test using simple statistical tool. The major findings of his study were teaching writing through TBA, students were found to be highly motivated and ensured to active participation. He found 22 percentage increased in the average score of second progress test than in the first progress test. It shows very good speed of the students' progress in writing teaching through TBLT approach.

In the same way, Yadav (2016) carried out a survey study entitled "English Teachers Perception Towards the use of Tasks given at Lower Secondary Level Textbooks". The objectives of his study were to explore the teachers' perceptions towards the use of tasks given at lower- secondary level textbooks and compare the teachers' perceptions in governmental aided and private schools. The populations of his study were fifty teachers of both public and private lower secondary teachers of Banke district. As the sample study, 20 from public and 20 private schools' teachers were chosen using purposive non-random sampling procedure. He used questionnaire for the

data collection. Data were analyzed using simple statistical tools. The major findings of his study were majority of the participants i.e. 60 percentage strongly agreed to task based language teaching is very useful in the Nepalese context. Similarly, 55 percentage teachers agreed from government school and 40 percentage teachers from private schools agreed that, teachers' role in presenting the tasks in the classroom is very weak.

Further, Basnet (2016) conducted the study on "An Analysis of New Textbook for Grade Eight". Survey was done to collect the data. He measured the plus points and short-coming of the VIII coursebook. To collect the data both government and institutional schools from Pharping of Dachhinkali *Nagarपालिका* were used. Thirty language teachers and 40 learners were selected for the work. His research work showed both the positive and negative aspects of the book. As the positive aspects the book included necessary amount of teaching learning items. As per the researcher the course book included less amount of student - centered items.

Similarly, Upadhyay (2017) carried out survey research entitled "An Analysis of Language Function Used in English Textbook for Grade Nine". The main objective of his was to analyze the language functions in relation to their exponents use in textbook for grade nine. He used all the language functions included the textbook for grade nine as a population. Observation checklist was the major tool of data collection. The data were analyzed descriptively and analytically. The major findings of his study were almost all the language exponents used in the textbook seemed to be supportive to enhance communicative competence. Similarly, he found that the language functions were presented in the liner way i.e. one language function per unit. Most of the language exponents were familiar in sentence construction i.e. progressive form (v+ing).

In the same way, Giri (2017) carried out survey research entitled "Teachers' Beliefs on Use of Tasks Based Language Teaching for Developing Speaking Skill". The aim of the study was to know about the language instructors' say on the effectiveness of the approach of TBLT for the class. The populations of her study were fifty- eight ELT teachers of secondary level of Ilam district. She took thirty teachers as a sample study using purposive non-random sampling procedure. The data were collected using questionnaire. She analyzed the data using simple statistical tools. The major findings of her study were majority of the teachers (87%) strongly agreed that TBLT was appropriate for developing speaking skill.

Moreover, Dhamala (2019) conducted a research work on "Proficiency of Grade Ten Students on Guided Writing." Survey research design was used with the objective of knowing about the competency/performance of 10th graders on guided writing. She selected 40 learners from 6 schools of Dhanpalthan *Gaunpalika*, of the district of Morang. She prepared the test items as a tool to collect data. The result showed that the learners were better at paragraph writing than the other tasks. Her work also highlighted that the institutional school students were better at writing than the community school ones.

Likewise, Fadlah (2020) carried out a thesis work titled "An analysis on writing exercises in English textbook for grade seven: 'When English Rings a Bell'." The researcher used text analysis. The work had the objective of finding out the writing task types. The research showed that completion exercises covered twelve percentage, apt sentence formation had the weightage of fifty percentage, informative texts and vocabulary related activities bore the burden of eighteen percentage each.

The empirical literature reviewed above shows that researches were carried on writing competency based on proficiency of various grades, textbook analysis based on their physical and academic aspects and writing exercises were also analyzed from the lower grader's classes. However, I had not found any research works done based on the TBLT approach and writing exercises of grade twelve being based on Nunan (2004) taxonomy of task types. No one focused on specific writing exercise and its nature. So, this study was carried out to fulfill the existing gap.

Implication of the Study

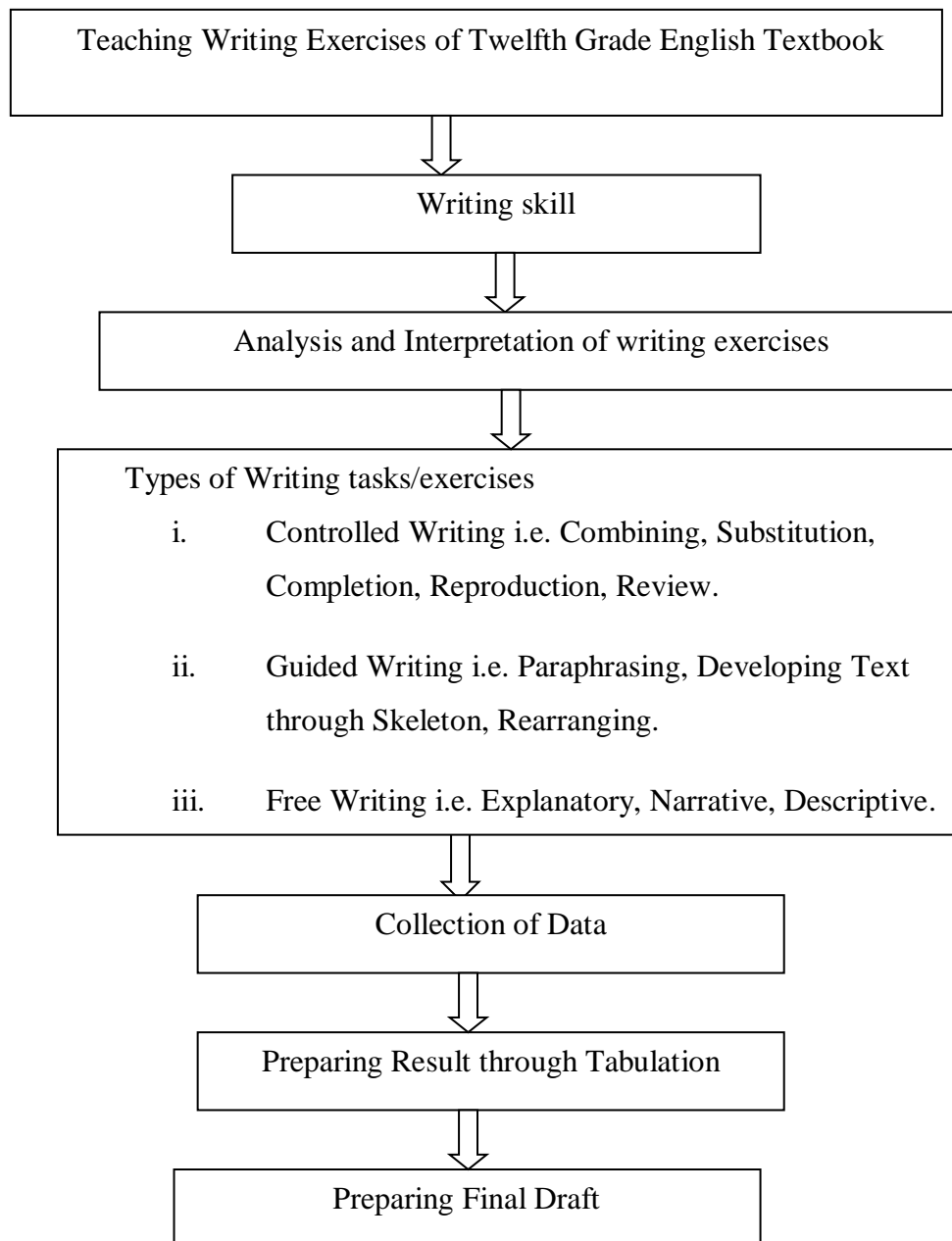
I gathered various insights from both theoretical and empirical literature on the ground of writing tasks, its types, importance and writing related problems too. I understood in depth about the nature of writing tasks, approaches, types and components of various types of writing tasks through theoretical literature review and developed conceptual framework and insights of methodology and presentation of data in discussion through various empirical literature review. The review of Upadhaya (2017), helped me to develop the conceptual framework and developed the data collection tool. Similarly, the review of Basnet (2016), helped me understand about the textbook of class 12. In addition, his study also helped me to narrow down the research area.

Furthermore, review of Yadav (2016), Sharma (2012), Fadlah (2020) helped me to understand the teachers and student's perception toward the TBLT and tasks given in the textbook. These reviews of the studies also supported me to postulate the research question for the study. Similarly, from the review of Giri (2017), I got the ideas to apply the current format of the research report and methodological procedural. Therefore, there is no doubt that previous studied will be beneficial for lubricating the mind of the researcher to expand the knowledge related to the study, prepare tools for the data collection, data analysis and guide the whole proposed study.

Conceptual Framework

A study can be successful when organized in a selective pattern. When the research is conducted with the organized ideas that will really support to collect authentic data and collect the various ideas too. There are various variables to determine the successful completion of the designed research work. Therefore, researchers need to develop clear concept regarding how to collect data, from where to collect the data, which tools to use to analyze and so on. After going through various research studies and some other articles, I drew this framework as follows:

Figure: Conceptual Framework



CHAPTER: -THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological procedures for data collection during the field study. This chapter includes design of the study, sources of data, population and sample of the study, sampling procedure, tools of data collection, analysis and interpretation procedure.

Design of the Study

I used content analysis research design to achieve the objectives, in which, the writing exercises of English textbook of twelfth grade were observed, filled checklist and presented both in simple statistical and descriptive way.

Sources of Data

As the secondary source of data I used the class twelve English textbook and writing tasks were analyzed based on the theory of taxonomy presented by Nunan (2004).

Secondary Sources of Data

Secondary sources for my study was English textbook of grade twelfth (2021) itself. Textbook of twelfth grade was taken as a main source of the study and used for the data collection and explanation. It has been recently implemented in the secondary school education by the government.

Population and Sample

I selected all the items under the category of writing from the grade 12 English coursebook as the population. All the writing tasks were taken as the sample.

Sampling Procedures

I adopted non-random sampling procedures in selecting sample. Writing tasks included under the writing portion of the text had been selected. Hence, sample population was universe. The textbook was selected purposively because this textbook has been recently implemented by the government.

Tools for Data Collection

I used observational check list as the major tool of data collection. It was textbook analyzed (i.e. writing exercises) study that's why I prepared check list to collect writing exercises included in the textbook and find out the exercises based on Nunan

Taxonomy. Along with the checklist I have prepared a set of questionnaires and collected required data from the English teachers who are currently teaching English Textbook for grade twelve.

Data Collection Procedures

In order to collect the data, I prepared checklists and went to the college to take permission to conduct research using the textbook of grade 12. After that, to get it verified I also prepared a set of questionnaires for the English language teachers who are currently teaching the same book in grade 12. Similarly, to the second objective I followed the Nunan's (2004) taxonomy of task types. It provided the framework for analyzing the writing exercises of the language textbook. Then after, I tabulated the writing tasks and dealt with the checklist. Finally, data were presented and discussed statistically and rigorously.

Data Analysis and Interpretation Procedures

Statistically the data were analyzed and described in details. Their frequencies were also compared with each other to bring out clear vision regarding their nature and aspects.

Ethical Consideration

To carry out this study, I took support and consent from the concerned authority regarding the collection of data by analyzing writing tasks included in the English textbook of grade twelve. I used the data from the text book to provide hidden information to the target group rather than manipulating them. Data of the textbook were taken only to fulfill the objectives, not to harm the creation of the writer and author while collecting and dealing with the data to bring out the comprehensible result. I tried utmost attention on accuracy and honesty to gather the information. I gave credit to all the authentic sources like writers, journals, books, articles and researchers to negate the piracy of intellectual property or plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

The part is about the presentation and discussion of the collected data using the twelfth-grade book. Data were gathered through the use of questionnaires, observation check list and document analysis for the purpose of finding writing tasks included in the text-book in the section A to develop students creative art. The data accumulated were presented and discussed under the following sub headings:

Discussion of Writing Exercises Included in the English Text Book Grade 12

This study was carried out to find out the writing exercises included in the grade twelve English text-book. To analyze out the writing exercises, at first a set of questionnaires was prepared and distributed ten English teachers who are currently teaching the same book, secondly, observational check list was prepared and exercises were categorized into various types according to the nature following Nunan 2004 tasks type and frequency was brought. Total analysis of the observational checklist according the writing tasks of grade twelve text-book has been studied, roughed and again studied rigorously and presented below in the various sub-heading and interpretation was made.

Writing Exercises Included in The English Textbook for Grade Twelve

Writing activities are very important for the development of students` proficiency in creative writing. Nature of writing exercises will affect students` motivation too. If the writing tasks are designed according to the level and interest of the students then objectives of the national education would be fulfilled. All the writing tasks included in the text-book of grade twelve English book were described here. There are all together twenty units in section A and four units in the section B i.e. literature part. Each chapter consists of various aspect of language, i.e. reading, vocabulary, writing, grammar, listening, speaking and project work were arranged. The number and the nature of the writing activities have been shown in the table below;

Table 1*The Outline of the Writing Tasks*

Number of Unit	Title	Task Nature	Tasks Focused	No. Of Writing Tasks
1	Critical Thinking	E-mail	Individual	1
2	Family	Essay	Individual	2
3	Sports	News story Argumentative essay	Individual	3
4	Technology	Press release	Individual	2
5	Education	Autobiography	Individual/pair	1
6	Money and Economy	News article	Individual	2
7	Humor	Description of an event and a person	Individual/pair	2
8	Human Culture	Paragraph Letter to the editor	Individual/group	2
9	Ecology and Environment	Book/film review Drafting a speech	Individual/Group	2
10	Career Opportunities	Application letter CV	Individual/pair	1
11	Hobbies	Essay	Individual	1

12	Animal World	Essay Newspaper article	Individual/pair	2
13	History	Description of event Essay	Individual/group	2
14	Human Rights	Essay	group	1
15	Leisure Environment	Business letter	Individual	1
16	Fantasy	Summary	Individual/group	2
17	War and Peace	Paragraph Personal letter	Individual/group	2
18	Music	Biography	Individual/group	1
19	Migration	Interpretation of chart	Individual/group/pair	4
20	Power and Politics	Short account Article	Group/pair	2
Total Number of Writing Tasks				36

Table 1 shows that English text book of grade twelve has 20 total units in the section A which covered various activities like, reading comprehension, listening, writing, grammar, vocabulary activities, speaking and project work activities. Each unit consists with reading section, pronunciation section, speaking section, grammar section, listening section, writing section and project work section. All together there found 36 total writing exercises included in the English text book of grade twelve under the writing section. Writing exercises are brought from various topics like education, humanities, communication, media and society, history and culture, health and exercises, science and technology, critical thinking, art and creation and so on. All the chapter were founding

related to the students` needs and interests. It seemed these all chapter would encourage students to practice varieties of writing exercises like controlled, guided and free writing.

In conclusion, writing tasks in the textbook focus individual, pair and group work activities. When the learners are provided with individual, group and pair work, they can easily develop their interpersonal skills, leadership skills, co-operation skills, problem solving skills, social skills, etc.

Types of Writing Tasks Included in the Textbook

Learning outcome of the students depends upon the task hierarchy designed and presented in the lesson. If the lessons consist varieties of writing tasks students would easily motivate and could learn better. The writing tasks from the table one clarifies individual, pair and group work activities. All the task types and their nature have been presented with their percentage and discussed individually in the following tables and figures.

Controlled Writing Tasks

These tasks are basically grounded on the productive approach of writing. In this task type learners need to generate and re-generate various kinds of texts. For this they are motivated and guided to use the given clues/outlines. These tasks include combination, reproductive, etc. writing activities. Controlled writing tasks from the course book are presented and discussed below;

Table 2*Controlled Writing Tasks*

Controlled Writing			
S.N	Tasks	Frequency	%
1	Combining	1	2.77
2	Substitution	1	2.77
3	Completion	3	8.33
4	Reproduction	2	5.55
5	Review	3	8.33
Total		10	27.77

Table2 indicates that all together 10 controlled writing exercises were designed out of 36 total writing tasks in the English text book of grade twelve. Under controlled writing exercises substitution, completion and review exercises covered more writing exercises i.e. 3 each, exercises out of 10 exercises than other combining and substitution exercises because they cover 1/1 writing exercises in the nature. One commonly designed substitution writing exercises is presented as below:

For example,

C. Fill in the gaps with the suitable form of the verb in the brackets. Use past simple/past continuous/past perfect tenses. You may need to use negative too.

It was Sunday afternoon. I (watch) a cookery programme on TV when I (realise) how hungry I was. But of course, I was hungry; I (eat) anything since lunch, and I (run) a race in the morning. "Biscuits!" I (think). My mother (give) me a jar of delicious home-made biscuits.

I (go) into the kitchen, (open) the fridge and (pour) some milk in a big glass. Then I (look) for the kitchen chair but it (be) there: somebody (take) it away. And there were no biscuits in the biscuit jar: somebody (eat) them all! I was sure I (put) the jar there the previous day and I (eat) only one cookie. It was very strange.

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English: Grade 12

English Text Book Grade 12 P.146

Completion controlled writing exercise allows students to complete words, sentence or paragraph as per their understanding. Students need to have mastery over controlled writing tasks to deal with guided and free writing activities.

Table two given above illustrates controlled writing tasks of the textbook. Review and completion-controlled writing tasks covered highest amount of frequency which is 8.33 percentage each, whereas combining and substitution exercises bear the burden of 2.77 percentage each.

One commonly designed completion exercise through controlled writing task in the textbook is shown as below.

For example:

Writing

A. The following passage does not have any punctuation marks. Punctuate it with appropriate punctuation marks.

a lot of people try to get away from home for a few days each year for a holiday there are lots of things to choose from and where you go depends on how much money you have got to spend ideas for holidays include relaxing on a beach exploring cities and skiing one man wanted to go to australia but thought hed never have enough money to get there he will go to his brothers caravan at the seaside instead a young woman wanted to go clubbing in Ibiza as shed heard its a lot of fun

English Text Book Grade 12 P.21

Similarly, according OALD "Combination is a process of merging or joining of different parts of qualities in which component elements are individually distinct". Combining exercises in the controlled writing covers 1 percentage out of 2.77 percentage. One of the relevant examples of controlled combining writing exercise is presented as below. For example:

<p>Writing</p> <p>A. Write a paragraph elaborating the idea of 3Rs (reduce, reuse and recycle) in garbage management.</p> <p>English Text Book Grade 12, p. 65</p>

On the other hand, under the controlled writing exercises Substitution writing exercise also covers 2.77 percentage out of 27.77 percent controlled writing exercises of English text-book of grade twelve. (see in table no 2). On the other hand, reproduction writing covers 5.55 percentage out of 27.77 percentage of controlled writing exercises.

In the same way, review controlled writing exercise is also selected and presented in the English text book. Review covers only 8.33percentage out of 27.77 percentage of controlled writing exercises.

Another very much important controlled writing exercise is reproduction writing exercise. Reproduction-controlled writing exercise covers 5.77 percentage out of 27.77 percentage-controlled writing exercises in the English text book. Commonly presented reproduction writing exercise is presented as; for example:

Writing

- A. Read the press release issued by Bahamasair about their irregular operations.



PRESS RELEASE

RE: IRREGULAR OPERATIONS JULY 7, 2019 – NASSAU/ORLANDO
ISSUED: Monday – July 08, 2019

NASSAU, BAHAMAS: Bahamasair wishes to advise the travelling public that our Sunday, July 7 schedule was negatively impacted by weather related closures at both the Lynden Pindling and Orlando International Airports.

Unfortunately, the Lynden Pindling International Airport closed several times yesterday due to thunder and lightning storms which lingered around the island of New Providence for most of the day creating a number of delays. Further compounding these challenges was the closure of the Orlando International Airport due to lightning which further impacted the schedule and ultimately resulted in one of our Orlando bound flights having to be diverted to Fort Lauderdale.

With the passage of these weather systems, it is expected that all flights today should proceed as scheduled with minimal disruption.

We wish to thank the traveling public for their continued patience, as these delays were unavoidable. Our intent is to consistently provide a safe and dependable service as we strive to be the airline of choice connecting the islands of The Bahamas to the world.

Tracy J. Cooper
 Managing Director

- B. Suppose you are the General Manager of Nepal Airlines. Issue a press release on behalf of the airlines about the cancellation of flights to the mountain regions due to the poor weather condition.

English Text Book Grade 12, p.32

In conclusion, controlled writing covered 27.77 percentage and it remains in the second position out free and guided writing. Controlled writing comprises various aspects like combination, substitution, completion, reproduction and finally review.

Guided Writing Exercises

Guided writing stands as semi-controlled writing where learners are instructed to copy the clues/prompts given so as to amplify the partially prepared texts. Guided writing tasks found in the textbook are discussed in the following table;

Table 3*Guided Writing Tasks*

Guided Writing			
SN	Tasks	Frequency	%
1	Paraphrasing	3	8.33
2	Parallel writing	1	2.77
3	Developing text through Skeleton	4	11.11
4	Rearranging	2	5.55
Total		10	27.77

Table3 indicates that guided writing exercises include 10 items it means there are also 27.77 percentage guided writing were found in the English book of grade twelve. More writing exercises are given under developing a text through skeleton section with 11.11 percentage out of 27.77 percentage of total guided writing exercises. And least number of parallel writing exercises i.e. 2.77 percentage were found in the English text book of grade twelve English text book.

Paraphrasing writing offers students to change the given version into other different version such as passive voice, polite form, summery, interpretation and so on. The result indicates that among the 10 items (i.e. 27.77%) guided writing in the textbook, 8.33 percentage writings exercises were found under paraphrasing. One commonly used paraphrasing task from the textbook is shown as below.

For example:

Writing

C. We can see many countries competing to host the great international sport events like the World Cup Football. But, there are arguments that hosting an event like World Cup Football can have more problems than benefits. What do you think? Write your arguments in favour or against hosting an international sport event in about 500 words.

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English Text Book Grade 12, p.21

Similarly, table 3 shows that 2.77 percent has been covered by the parallel writing tasks in the textbook. One commonly used parallel- guided writing from the textbook is shown below.

For example:

Writing

Highlighting the advantages of walking, Henry David Thoreau says, “An early-morning walk is a blessing for the whole day.” Write an essay on the advantages of morning walk.

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English Text Book Grade 12, p. 92

Furthermore, as per the table the third kind of guided writing has the weightage of 11.11 percentage. In this type of writing, the learners are provided with some clue/outlines and are told to create comprehensible texts. One commonly used skeleton through guided writing task from the textbook is presented below.

B. Write a news story based on the given information.

Argentina beat Brazil to win Copa America

by Reuters

RIO DE JANEIRO, July 10

first major title in 28 years

first medal for Lionel Messi in a blue-and-white shirt

Di Maria goal gave them a 1-0 win over Brazil

15th Copa America equal to Brazil

Brazil piled on the pressure but they could not get an equaliser

Brazil - more aggressive in the second half

Argentine defence - outstanding

English Text Book Grade 12, p.21

Similarly, rearranging-guided exercises develops students' consciousness about the sequences of incidents. It also helps students to remember that they have listened and learned earlier. Total 2 times rearranging writing exercise were included in the English text book of grade twelve which is 5.55 percentage out of 27.77 percentage of guided writing.

In a conclusion, we can say the 27.77 percentage guided writing exercises were included in the English text book of grade twelve. Which could be enough for the students to develop ideas for the development of guided writing competency. We can see that guided and controlled writing exercises were found equal in number i.e. 27.77 percentage out of hundred percentage. It shows that students have equal chances to be more competence in the guided and controlled writing exercises.

Free Writing Tasks

In this type of writing tasks students have no any restriction to use vocabularies and sentence structures but creative thinking and planning is really necessary. Free writing also called creative writing, in which activities are designed through explanation, description and narration. The following table is about the percentage carried by free writing exercises from the textbook.

Table 4*Free Writing Exercises*

Free Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Explanatory	6	16.66
2	Narrative	6	16.66
3	Descriptive	4	11.11
Total		16	44.44

Table 4 depicts the free writing exercises of English text book of grade twelve. Total 16 different items like explanatory, narrative and descriptive were found which is 44.44 percentage of free writing exercises included in the English textbook of grade twelve. Explanatory and narrative free writing exercises were repeated 6times each and covers 16.66 highest percentage of writing exercises. Likewise, 4 descriptive free writing exercises were found which is 11.11percentage. It means explanatory covers 6 items i.e. 16.66 percentage, narrative writing exercises also found 6 items which is also 16.66 percentage, on the other hand 4 descriptive writing exercises which is 11.11 percentage were included in the English text book of grade twelve.

As per the above table explanatorytasks were comparatively more than descriptive ones. In total 16.66 percentage explanatory exercises out of 44.44 percentage of free writing have been identified in the textbook. Commonly used free writing in explanation in the textbook is shown as below:

For example:

Writing

The author talks about dual education system based on race in South Africa in the second half of the twentieth century. We also have private schools and public schools in Nepal. What should be done to make education equal to all citizens of Nepal? Write a couple of paragraphs expressing your views.

English Text Book Grade 12, P.119

Likewise, table 4 indicates explanatory and narrative writing tasks. They covered 16.66 percentage each out of 44.44 percentage total free writing tasks included in the textbook. One commonly designed narrative task in the textbook is shown as below. For example:

Writing

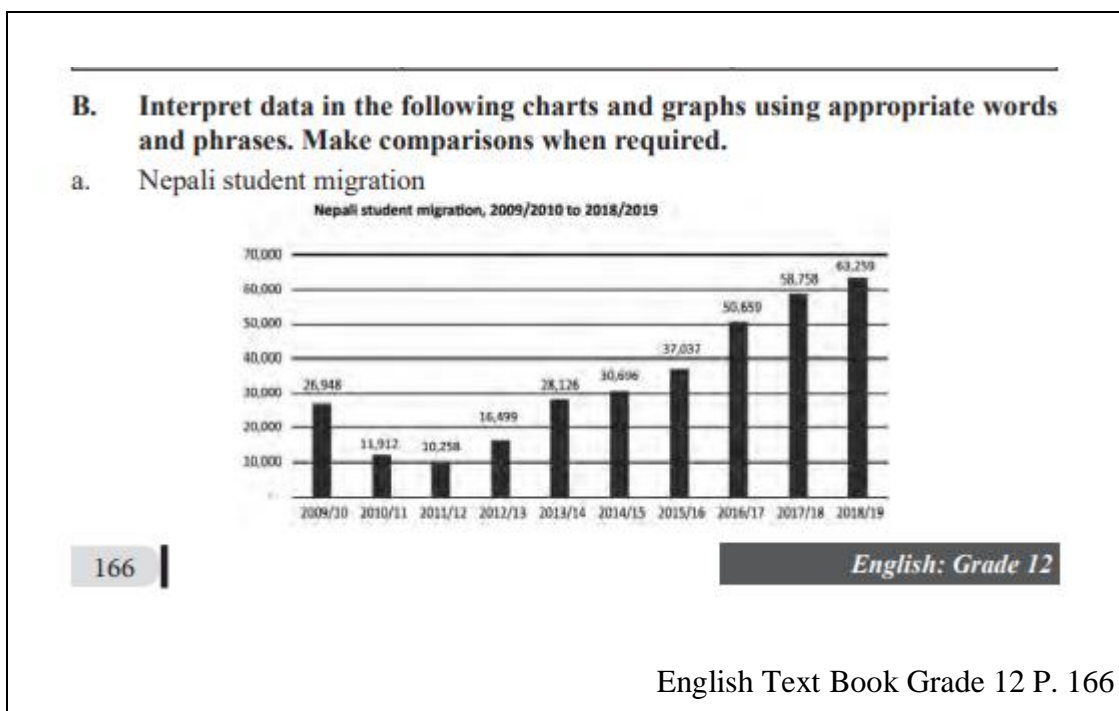
A. Write a paragraph narrating an event from your life when you were involved in contagious laughter.

B. Write a description of your favourite comedian explaining his/her personality, acting, performance and uniqueness.

English Text Book Grade 12, P.58

In the type of descriptive writing exercises pupils need to describe various objects and other aspect related topic. The table above revealed that 4 items i.e. 11.11 percentage descriptive free writing activities were designed out of total 44.44 percentage of free writing tasks. One model example of descriptive writing exercise from the textbook is shown in the figure below:

For example:



From the above discussion we can say that free writing is one of the difficult levels. Being able to write something on the given topic freely is called competency in writing skills. I have found many more free writing exercises included in the English textbook of grade 12. Learners would really develop their better writing ability. Our final concern of focusing students in writing activities is to make them mastery over free writing.

Free, Guided and Controlled Writing of English Text Book of Grade Twelve

Generally, four language skills i.e. listening, speaking as a primary skill and reading and writing as a secondary skill are given tough priority while writing and designing a particular text book for a specific class. Our prime concern was to find our only writing exercises included in the English text book of grade twelve. A set of questionnaires for English teachers and observational check list were prepared and textbook was observed from three perspective of writing parameters i.e. controlled, guided and free writing exercises of English text book of grade twelve. Percentage covered by controlled, guided and free writing are presented in the following pie chart;

Figure 1

Controlled, Guided and Free Writing Exercises

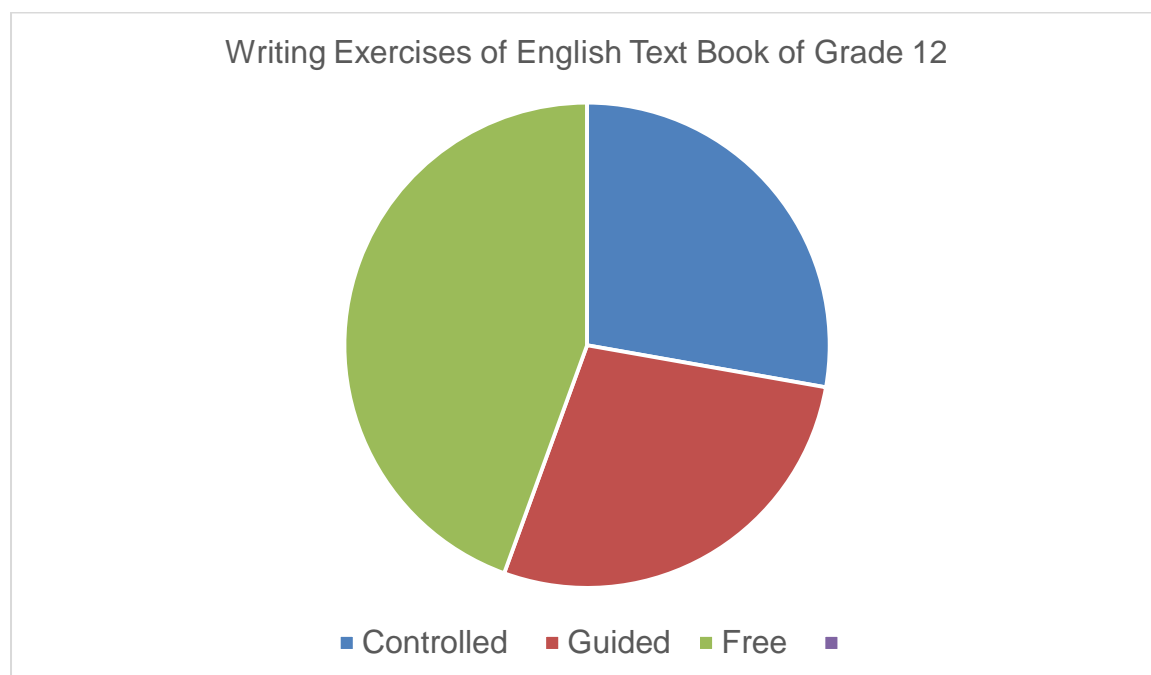


Figure 1 shows that English text book of grade twelve has given more priority in free writing exercises because free writing exercises cover 44.44 percentage out of 100 percentage of the writing exercises in the textbook of grade twelve. Similarly, controlled and writing exercises follow free writing exercises with 27.77 percentage each which is 16.67 percentage less than free writing exercises.

In conclusion, free writing covers 44.44 percentage, guided writing exercises covers 27.77 percentage and controlled writing exercises also covers 27.77 percentage. So, we can say that this English text book of grade twelve published in 2020 has very good qualities of writing exercises because it has given due respect to free writing exercises second controlled and guided writing exercises which is really very much necessary to develop the learner's competency in writing skills.

Analysis of Writing Tasks Based on Nunan's (2004) Taxonomy of Tasks

Due to the globalization of science and technology, educational activities are also started to be taught through community language theory and task-based language teaching. When students are given opportunities to practice writing tasks on the basis of TBLT then students would develop better ideas in writing skills. When the Nunan taxonomy brought into practice, language pedagogy got supported and widely started to practice in the classroom as task-based language teaching.

To achieve the second objective, I prepared the check list and gathered the necessary data to analyze writing tasks as suggested by Nunan (2004). It was found that altogether 36 writing tasks were found in the textbook.

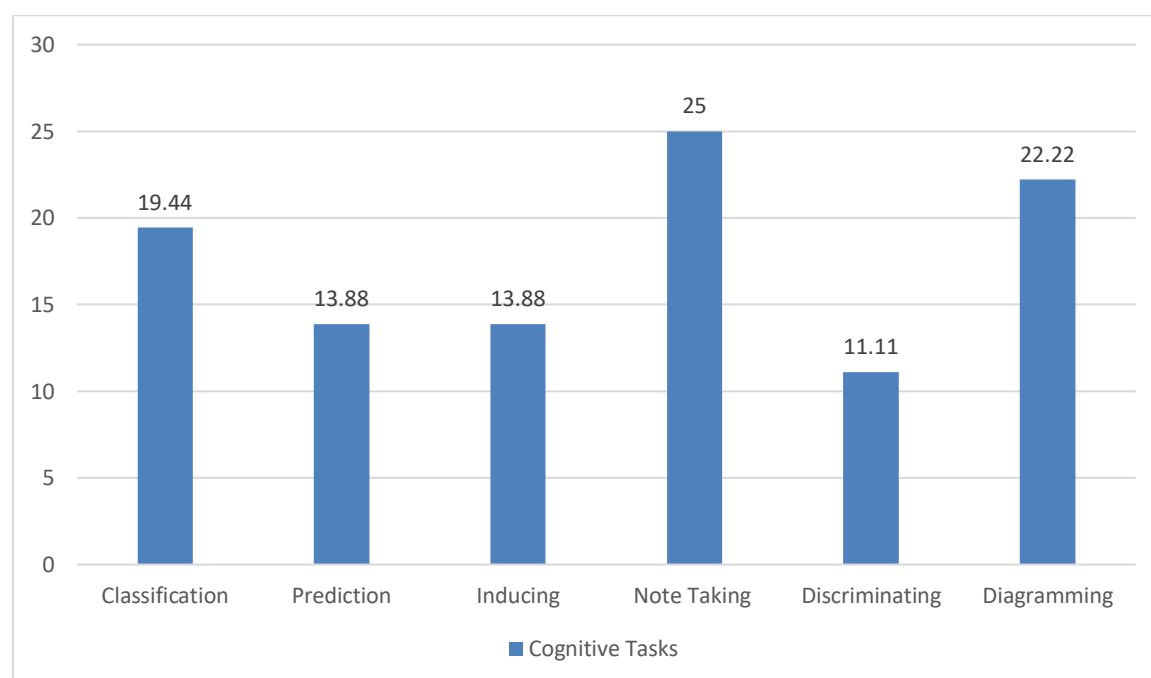
Altogether 30 writing tasks out of 36 tasks were designed in the English text book of grade 12 according to the taxonomy of task types: Where 22.22 percentage tasks were designed under cognitive writing task, 8.33 interpersonal writing task, 27.77 percentage linguistic tasks, 11.11 percentage affective tasks and 13.88 percentage creative writing tasks.

Cognitive Writing Exercises/Tasks

In total, 22.22 percentage cognitive writing tasks were found in the English text book. Here I have considered 100 percentage to the 22.22 percentage cognitive tasks and classified under various sub headings of cognitive tasks. The exercises under this category have been shown in the following table:

Figure 2

Cognitive Writing Exercises



This above-mentioned Figure 2 indicates that note taking tasks were found having high frequency than other which is 25 percentage. Similarly, prediction and inducing writing tasks were also found having equal in number 13.88 percentage. On the other hand, 19.44 percentage classification writing exercises included and likewise 11.11

percentage discriminating writing exercises were included in the English text book of grade twelve.

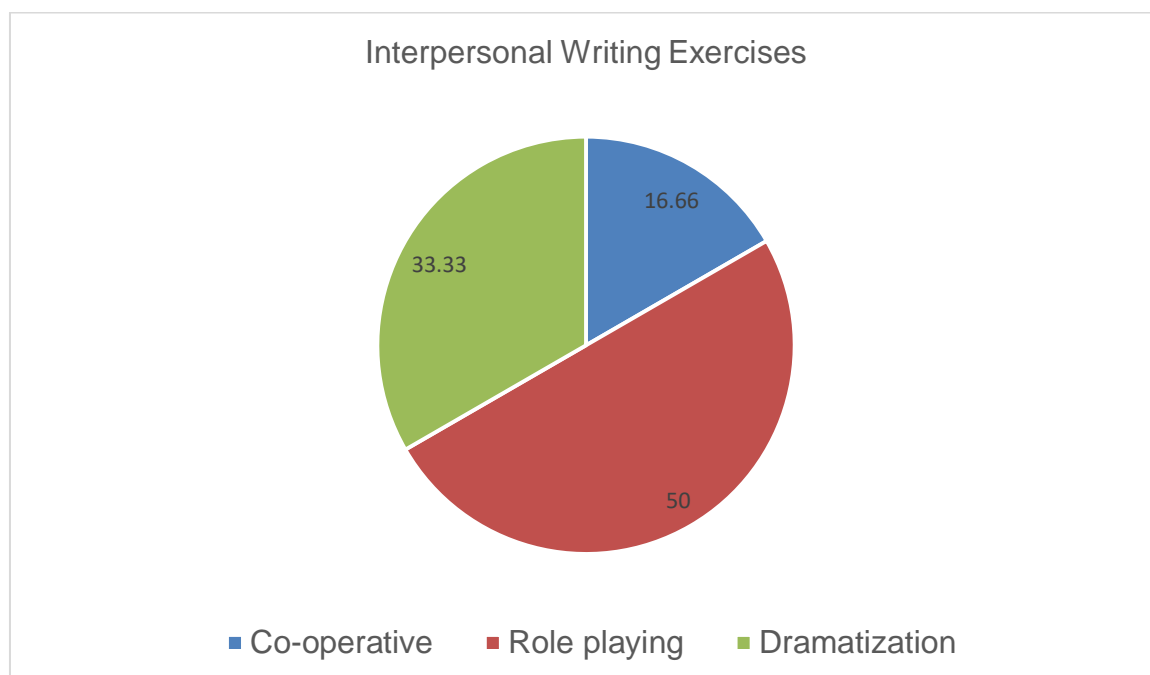
In conclusion, cognitive writing tasks were found very interesting because they can easily guide the students in the better writing proficiency. Cognitive writing tasks were found designed by considering students level and age group as they foster students writing skills. Actually, cognitive tasks should focus for information gap, reasoning gap and opinion gap. These tasks really support students for the better development of writing skills. This text book has given very conducive environment for the development of students` cognitive writing task in the various tasks as focused the Nunan Taxonomy.

Interpersonal Writing Tasks/exercises

In total 8.33 percentage interpersonal writing tasks were found in the English text book. Here I have considered 100 percentage to the 8.33 percentage interpersonal tasks and classified under various sub heading of interpersonal tasks. After analyzed of the writing tasks following interpersonal tasks were found,

Figure 3

Interpersonal Writing Exercises



Above mentioned chart shows that interpersonal tasks were designed under co-operating and role-playing parameter. This also indicates that total number of writing exercises and they were graded under three categories i.e. co-operative, role playing and

dramatization. Here co-operative tasks cover 16.66 percentage writing tasks, 50 percentage role-playing tasks and 33.33 percentage dramatization tasks were designed and included in as writing tasks in the English text book of grade twelve.

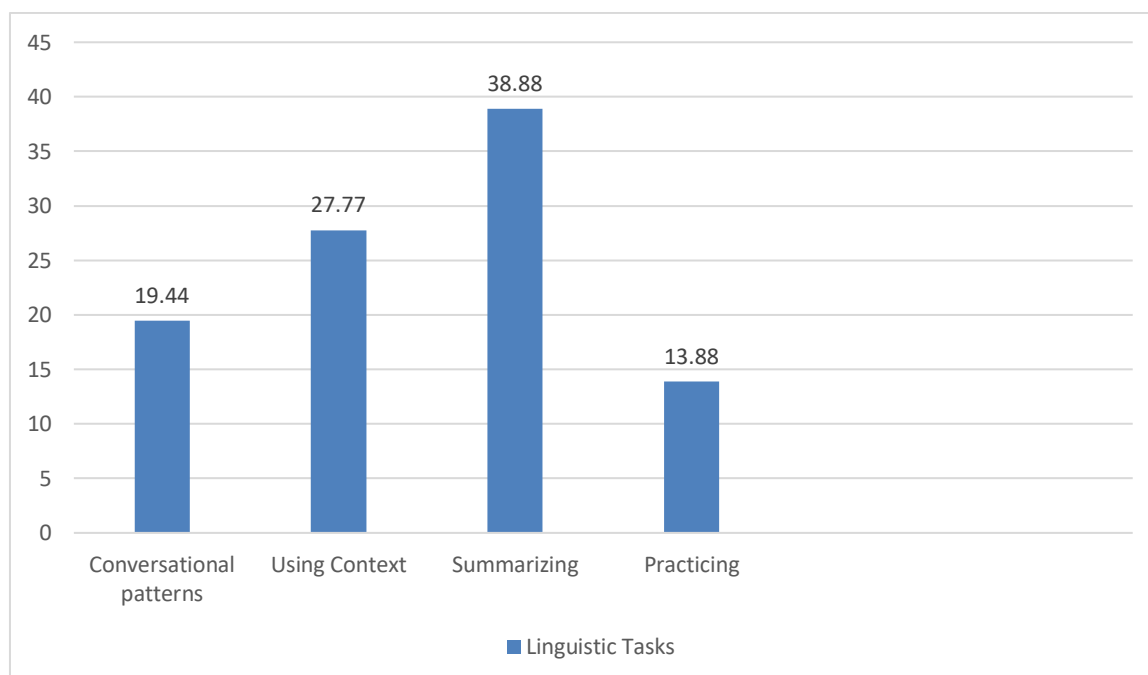
In conclusion, English textbook of grade twelve has also focused for the students' interpersonal tasks through co-operating, role-playing and dramatization tasks with due respect. If teachers are able to focus these types of tasks in the language class then students can easily develop their behavioral representation. But while I went some others book review, I did not see much focused on the interpersonal tasks for the better development of students writing skills and their sub-skills.

Linguistic Writing Tasks/Exercises

Particularly, linguistic tasks are practiced for developing the learners' linguistic ability in various contexts. In total 27.77 percentage linguistic writing tasks were found in the English text book. Here I have considered 100 percentage to the 27.77 percentage linguistic tasks and classified under various sub headings of linguistic tasks. After analyzing writing tasks from the coursebook, the following linguistic writing tasks were examined:

Figure 4

Linguistic Writing Exercises



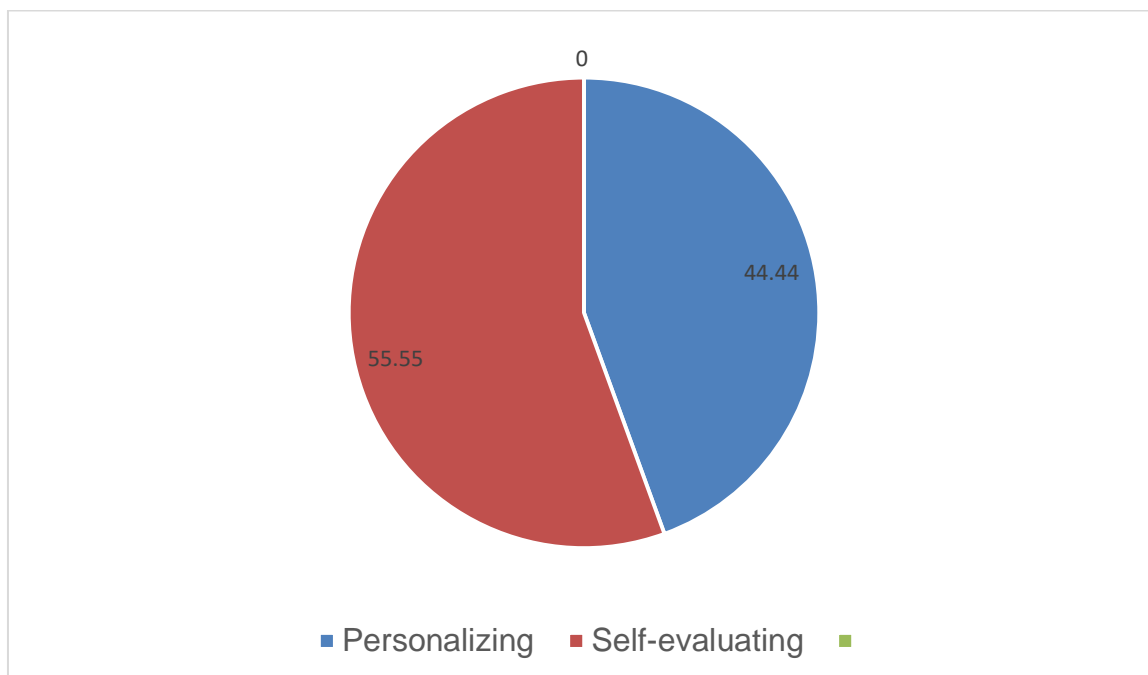
Above mentioned graph 4 indicates about the linguistic tasks of the English textbook of grade twelve. Nunan (2004) has used various criteria for the linguistics tasks like conversational, using context, practicing, summarizing etc. Among these various criteria summarizing exercises were found more in number i.e.38.88 percentage in the text book.

Similarly, other items like using context to involve in the writing tasks were found 27.77 percentage which is very good to develop writing habit and linguistic competency. Likewise, 19.44 percentage conversational writing tasks were found where students need to work in group and pair to complete writing exercises. Conversational writing exercises develops students` personality and interpersonal skills too. However,practicing exercises were found very less in number i.e. 13.88% which is quite less in number than other exercises.

In conclusion, language book must have various features like creative, close and open-ended tasks, cognitive tasks, linguistic tasks, affective tasks and so on for the development of writing skills. This English textbook grade twelve provides students opportunities to strengthen their linguistics competence because we found features of summarizing linguistic feature with highest percentage i.e. 38.88 percentage and 13.88 percentage of practicing language features. But while reviewing other researches and journal I did not find such a management for the development of language skill i.e. writing through writing exercises. So, this text book would be surely helpful for the development of writing skills for the pupils of grade twelve.

Affective Writing Exercises

In total 11.11 percentage affective writing tasks were found in the English text book. Here I have considered 100 percentage to the 11.11 percentage to the affective tasks and classified under various sub headings of affective tasks. From the careful consideration and observation of the textbook, the following exercises have been found under the affective ones.

Figure 5*Affective Writing Exercises*

This above mention figure 5 indicates that affecting writing exercises includes personalizing, self-motivating and reflecting. All 36 writing exercises were studied and divided into two group i.e. personalizing and self-evaluation. Self-evaluation makes students conscious in the life and be serious in the teaching and learning activities as they understand their mistakes and errors. In the affecting writing tasks, self-evaluation exercises were found more in number i.e. 55.55 percentage which may greatly support to shape students` good habits and discipline as well.

Similarly, personalizing writing tasks were found 44.44 percentage. These types of exercises are very helpful to develop generalization of the new situation and topic. When students got an opportunity to personification than that will develop student's confidence and finally that will develop student's mastery over writing skills.

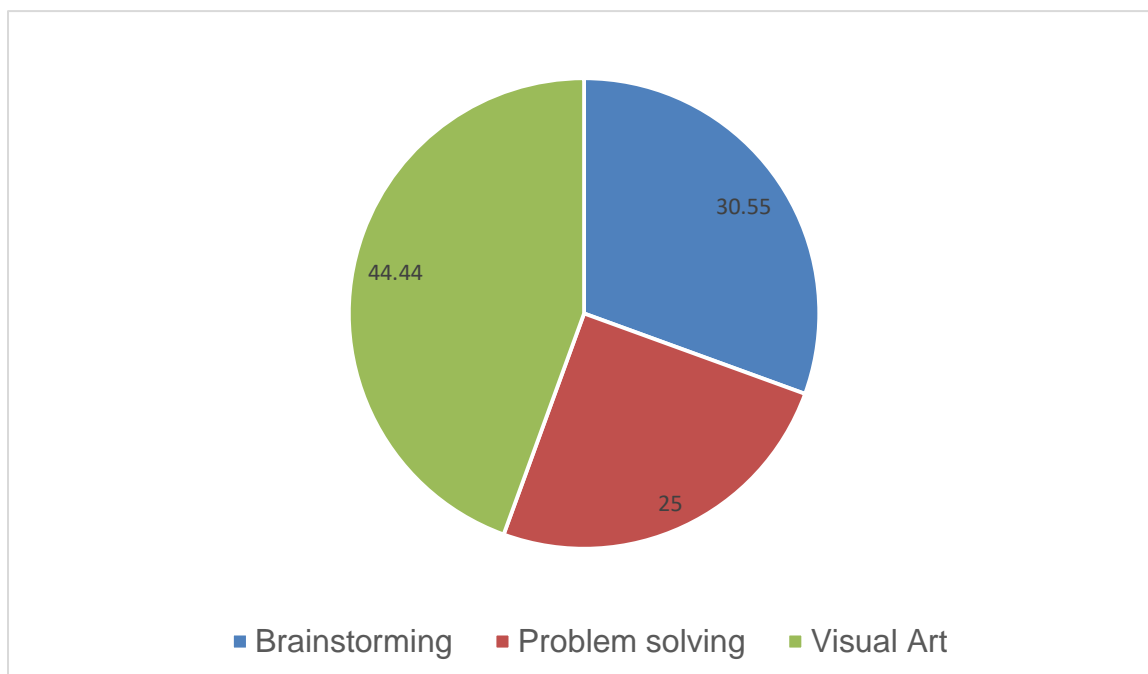
Creative Writing Exercises/Tasks

Creative task is the final category of learners' strategic task type presented by Nunan in his taxonomy of task. In creative tasks, learners use language to expressing creative skill a bit thinking than copying or guiding. Nunan (2004, p. 61) defines "brainstorming task is the sub type of creative task in which; language learners encourage to think of as many new words and ideas as they can." Total 13.88 percentage creative writing tasks were found in the English text book. Here I have considered 100 percentage

to the 13.88 percentage cognitive tasks and classified under various sub heading of cognitive tasks. From the careful consideration and observation of the textbook, the following exercises have been found under the creative ones.

Figure 6

Creative Writing Exercises



This table 5 indicates about the creative writing tasks. From the data, it has been identified that brainstorming writing exercises were included more in number i.e. 44.44 percentage. It shows that perfect match with the course objectives because without letting students think about subject matter no one can solve the problem. On the other hand, 30.55 percentage problem solving writing exercises included. It also shows that students have great opportunity to acquaint with the problematic situation. When students are habituated to solve the various problems then they will also start thinking ideas and generate various ideas related to the problems or difficulties of live journey. Likewise, 25 percentage exercises were found included under the visual art. When student are provided problem then must be able to create visual of the problems then easily they can solve the problems. That will be the memorable learning.

Relation Between Exercises in the Text Book and Course Objectives

This curriculum has been developed to cater to the essential linguistic needs of the children learning English. It has incorporated recent trends and contemporary

developments in language learning. The main aim of teaching English at this level is to enable the learners to communicate with confidence. The relationship between the exercises and objectives are as follows:

- Syllabus has given due attention for writing tasks by generating, gathering and organizing ideas and information according to the learners age and interest. To meet these objectives, textbook has included various focused and unfocused writing activities. That will really develop students creative to develop writing skills.
- Curriculum of grade twelve focuses various writing tasks like guided, controlled, free and so on. These types of tasks were designed under linguistic, affective, cognitive they will really encourage students involve regularly in the completion of writing tasks.

To meet the objectives, writing tasks are graded into various types of controlled tasks like; combining, reproduction review, guided tasks like; parallel writing developing text through skeleton etc., free writing tasks like; explanatory, narrative etc., others being cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks etc.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

This research work was designed to identify and analyze writing tasks included in the English text-book of grade twelve and examine to what extent the writing tasks have been formulated as per the task types suggested by Nunan (2004). Data were collected from the questionnaires, observational check list. After collection of data writing exercises were calculated, analyzed and presented through table, charts and bars. According to the findings through data presentation I have found that free writing tasks covered 44.44 percentage, guided writing tasks covered 27.77 percentage and controlled writing tasks also covered 27.77 percentage in the English text book for grade twelve. These writing exercises could develop students understanding skills, knowledge application, critical analysis and interpreting capacity. It is also found that there were total 36 writing exercises included in the English text book for grade twelve under the writing exercises. Likewise, 10 controlled writing exercises which is 27.77 percentage were found under controlled writing exercises in the English textbook for grade twelve.

It was found that 83.33 percentage writing tasks or exercises were designed according to Nunan (2004) taxonomy of task. It is really student friendly writing and competency level management of writing task in the English textbook of grade twelve. It was also found that 22.22 cognitive writing tasks, 8.33 percentage interpersonal writing tasks, 27.77 linguistic writing tasks, 11.11 affective writing exercises, 13.88 percentage creative tasks were included in the English textbook of grade 12. This finding shows that English textbook of grade twelve has focused various parameter of writing tasks as they were designed quietly based on the evaluation grid and language efficiency too.

Conclusions

Writing is one of the important skills of language. It is taken as productive and secondary skill of language. It is an act of transmitting thoughts, feelings and ideas in the graphic symbols. Writing is far from being a simple matter of transcribing language into written symbols but it is thinking and organizing process in its own right. When it comes to teaching to write, teacher and textbook are the key medium of communication.

This research was conducted to analyze the writing tasks of grade twelve English coursebook based on Nunan's (2004) task type. I have used text analysis research design to observe and analyze the writing tasks of grade twelve English textbook. To gather the

authentic data, I took help from my prepared observational checklist and analyzed the writing tasks on the basis of theoretical foundation as discussed in the chapter two. Collected data were rigorously analyzed.

The role of the language instructors is very prominent in a classroom. They should enact the role of planners, motivators, facilitators, etc. it is their duty to provide the learners with apt learning items. They should facilitate and guide the learners while they are working together in pairs or groups. They should also help the learners in the individuals' activities.

If we discuss about the strengths of the English text book of grade twelve following strengths were found;

Strengths of Grade Twelve English Textbook

Textbook of grade twelfth has been given wider opportunities to involve students in multicultural society. It has been creating unity in diversity in the classroom.

- Textbooks has provided better comprehensive input to the students.
- Suitable subjective matter is graded according to the level and interest of the students.
- Language is suitable and comprehensible by average students too.
- Supporting picture has increased students' interest on writing and speaking.
- Picture and illustration gave wider ideas to develop to the students.
- Exercises were designed according age and group of the level.
- Vocabularies included in the glossary has develop students' confidence.
- Text book has focused more free writing exercises than guided and controlled writing.

Weakness of English Textbook of Grade Twelve

- Textbook has focused very few activities for some writing activities like pair and group work in the writing section and focused in projects works only.
- Writing exercises must motivate students for active participation in the project work but these activities are not focused in greater pressure.
- More roleplaying and pre-production activities should be included for the creative writing of the students. But these activities are also neglected somehow.
- Paper quality of the book is also very poor.

- Very few, interpersonal and affective writing activities were focused that may not support students situational use of language. So, these type of writing exercises should be increased.

Implications

On the basis of the findings, the following implications have been made.

Policy Level

According to the existing education system of our country, the CDC has sole authority of publishing textbooks for the students of school level. Quality of the textbook is to be considered before publishing and bringing to the market. While designing textbooks the CDC must be careful to make the textbook more interactive, pragmatic, student-centered, etc. to fit the needs of the target groups.

After discussion of various types of writing tasks included in the English textbook of grade twelve an analysis is made with separated topic and summary and conclusion were also brought. From the findings of this research these recommendations can be put forward for the sole apex level:

- Role playing, summarizing, scanning, skimming tasks were found in less number in the textbook of grade twelve. That is why while designing the textbook CDC, textbook writer and designers pay attention to include those items to develop students writing skills from various angles.
- Success of the textbook is analyzed in a better way when it is implanted by the language teachers in the classroom through conducive presentation. For developing teachers' ability and confidence teachers training must be focused from beginning to the session regarding to the teaching materials, classroom presentation, evaluation and so on.
- To deal with the various writing, speaking and listening tasks, the CDC should design skilled development training packages.

Practice Level

As the CDC remains in the apex level of the design and publication of textbooks, teachers and students remain as stakeholders in the practice level of the textbook. As I have made close analysis of all the writing tasks included in the English textbook of grade twelve these suggestions can be forwarded:

- The grade twelve English language teachers can smartly use the 36 exercises under the category of writing incorporated in the prescribed textbook of grade 12, for the betterment of the learners by motivating and facilitating them to work in groups, pairs or individually.
- Being the main stake holders the 12th graders, who are the seniormost students of secondary education, should be the role models for their juniors by being actively involved in the teaching learning activities.
- The school administration should provide the teachers and students with conducive environment and the required teaching learning materials to help them achieve the designated objectives.
- The parents/guardians should also work in tandem with their wards and the school family to help them learn/acquire the English language utilizing the English textbook.

Further Research

A number of research topics can be recommended for the future researchers as per the experiences and ideas I have got in course of undertaking this endeavor. Some of the possible topics are as follows:

- Secondary level teachers' perceptions on the writing tasks.
- Exercises related to speaking included in the grade 12 English textbook.
- Relevance of vocabulary included in the prescribed English coursebook of grade 12.

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Appendix I

Check list

The general description of the writing tasks and activities in the English Textbook for Grade Twelve:

Unit	Unit Topic Section one	Nature of the writing tasks	Writing Tasks practiced in focused	No. of writing tasks
1	Critical Thinking	E-mail	Individual	1
2	Family	Essay	Individual	2
3	Sports	News story Argumentative essay	Individual	3
4	Technology	Press release	Individual	2
5	Education	Autobiography	Individual/pair	1
6	Money and Economy	News article	Individual	2
7	Humour	Description of an event and a person	Individual/pair	2
8	Human Culture	Paragraph Letter to the editor	Individual/group	2
9	Ecology and Environment	Book/film review Drafting a speech	Individual/Group	2
10	Career Opportunities	Application letter CV	Individual/pair	1
11	Hobbies	Essay	Individual	1
12	Animal World	Essay Newspaper article	Individual/pair	2
13	History	Description of event Essay	Individual/group	2
14	Human Rights	Essay	group	1
15	Leisure and Entertainment	Business letter	Individual	1
16	Fantasy	Summary	Individual/group	2

17	War and Peace	Paragraph Personal letter	Individual/group	2
18	Music and Creation	Biography	Individual/group	1
19	Migration and Diaspora	Interpretation of chart	Individual/group/pair	4
20	Power and Politics	Short account Article	Group/pair	2
Total Number of writing tasks				36

Appendix II
Types of Writing Exercises
Controlled Writing

Controlled Writing

S.N	Writing Tasks	Frequency	Percentage
1	Combining	1	2.77
2	Substitution	1	2.77
3	Completion	3	8.33
4	Reproduction	2	5.55
5	Review	3	8.33
Total		10	27.77

Guided Writing

Guided Writing

S.N	Writing Tasks	Frequency	Percentage
1	Paraphrasing	3	8.33
2	Parallel writing	1	2.77
3	Developing text through Skeleton	4	11.11
4	Rearranging	2	5.55
Total		10	27.77

Free Writing

Free Writing

S.N	Writing Tasks	Frequency	Percentage
1	Explanatory	6	16.66
2	Narrative	6	16.66
3	Descriptive	4	11.11
	Total	16	44.44

Appendix III

Types of Writing Exercises According To Nunan 2004.

Cognitive Tasks According to Nunan (2004)

Cognitive Tasks (Total 22.22%)		
No	Items	%
1	Classification	19.44
2	Prediction	13.88
3	Inducing	13.88
4	Note Taking	25
5	Discriminating	11.11
6	Diagramming	22.22

Interpersonal Tasks According to Nunan (2004)		
Interpersonal Tasks (Total 8.33%)		
No	Items	%
1	Co-operating	16.66
2	Role playing	50
3	Dramatization	33.33

Linguistic Tasks According to Nunan (2004)		
Linguistic Tasks(Total 27.77%)		
No	Items	%
1	Conversational patterns	19.44
2	Using Context	27.77
3	Summarizing	38.88
4	Practicing	13.88

Affective Tasks According to Nunan (2004)

Affective Tasks(Total 11.11%)		
No	Items	%

1	Personalizing	44.44
2	Self-evaluating	55.55
Creative Tasks According to Nunan (2004)		
Creative Tasks(Total 13.88%)		
No	Items	%
1	Brainstorming	30.55
2	Problem solving	25
3	Visual Art	44.44

APPENDIX IV

QUESTIONNAIRES FOR TEACHERS

Teacher's Name:

School's Name:

Academic Qualification:

You are kindly requested to share your experience related to the writing exercises included in the English Textbook of grade 12.

1. Give (√) symbol to support the statement.

Statements	Agree	Strongly Agree	Disagree	Strongly Disagree
Writing exercises included in the textbook are designed according the level of the students.				
All writing exercises of the textbook can be solved by the students themselves.				
Writing exercises of the textbook increase students writing competency.				
Writing exercises of the textbook are designed according to the course objectives.				
Writing exercises of the textbook are graded from easy to complex.				
Writing exercises of the textbook support self-learning to the students.				
Writing exercises of the textbook are designed scientifically.				
Writing exercises of the textbook focused more guided writing activities like paraphrasing, parallel writing, developing text through skeleton and rearranging.				
Writing exercises of the textbook focused more controlled writing activities like combining, substitution, completion, reproduction, review.				

Writing exercises of the textbook focused more free writing activities like explanatory, narrative, descriptive.

1. Use (√) to indicate 'Yes' or 'No' to the given statement.

S.N	English textbook of grade 12 focused following	Yes	No
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cognitive tasks.

1	Classification		
---	----------------	--	--

2	Prediction		
---	------------	--	--

3	Inducing		
---	----------	--	--

4	Note Taking		
---	-------------	--	--

5	Discriminating		
---	----------------	--	--

6	Diagramming		
---	-------------	--	--

S.N	English textbook of grade 12 focused following	Yes	No
-----	--	-----	----

Interpersonal tasks.

1	Co-operation		
---	--------------	--	--

2	Role play		
---	-----------	--	--

3	Dramatization		
---	---------------	--	--

S.N	English textbook of grade 12 focused following	Yes	No
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Linguistic tasks.

1	Conversational patterns		
---	-------------------------	--	--

2	Using Context		
---	---------------	--	--

3	Summarizing		
---	-------------	--	--

4 Practicing

5 Selective Listening

6 Skimming

English textbook of grade 12 focused following Yes No

Affective tasks.

1 Personalizing

2 Self-evaluating

3 Reflecting

English textbook of grade 12 focused following Yes No

Creative tasks.

1 Brainstorming

2 Problem solving

3 Visual Art

2. **Give constructive suggestions to improve the writing exercises included in the English textbook of grade 12.**

a.

